

# Course of Study

## 1. Course Details

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Lawrence Park C.I.**



**TDSB**

Teacher(s): **C. Bigelow**

Faculty: **Modern Languages**

Faculty Office Phone:

Name of ACL: **Marie-Hélène Benais**

ACL Contact: **416-393-9500**

ext. **20075**

Textbooks: N/A

Workbook:

*Le Linguiste Trois – 11è Immersion*

*Le Portfolio du Linguiste*

*11è Immersion*

Date revised: **3<sup>rd</sup> of September, 2011**

Course Name: **French Immersion, Grade 11 Academic**

Course Code: **FIF 3U5**

Prerequisite Course Code:  
**French Immersion, Grade 10 Academic**

Credit Value: 1

Essential Resource Materials:

- Dictionaries

- Grammar resources

- Literature:

Novel study: *Bonheur*

*d'occasion* - Gabrielle Roy

Excerpts of works from various francophone authors

- Films:

Neuilly sa MERE !

entre les murs

Bienvenue chez les CH'TIS

- Articles from newspapers, magazines, song texts, Internet, etc.

## 2. Overall Goals

The curriculum expectations for all FSL programs are organized into three strands that correspond to the main areas of language use: Oral communication (Listening and Speaking), and Written Communication (Reading and Writing). Curriculum expectations are also outlined in the Ministry documents: *"The Ontario Curriculum Grades 11 and 12; French as a Second Language -- Core, Extended and Immersion French (2000)"* .

### Overall Expectations:

By the end of this course students will:

- \* demonstrate an understanding of various forms of media works (e.g., films, television documentaries);
- \* express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests;
- \* use correct grammar and appropriate language conventions during oral communication activities.
- \* read a variety of literary and other works to gain an appreciation of francophone culture around the world;
- \* interpret a wide range of texts and apply the knowledge acquired in other contexts;
- \* identify and understand language conventions used in their reading materials.
- \* create written texts based on class discussions, individual research, or topics of personal interest;
- \* write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- \* select the appropriate form and style to communicate ideas, information, and opinions;
- \* use correct grammar and appropriate language conventions in their written work.
  - for specific expectations, refer to *The Ontario Curriculum, grades 11 & 12: French as a second language*

## 3. Learning Skills and Work Habits

Evaluated on Report Card as:

E (excellent); G (good); S (satisfactory); N (needs improvement)

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Students who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

<b>Responsibility</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- fulfils responsibilities and commitments within the learning environment;</li> <li>- completes and submits class work, homework, and assignments according to agreed-upon timelines;</li> <li>- takes responsibility for and manages own behaviour.</li> </ul>
<b>Organization</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- devises and follows a plan and process for completing work and tasks;</li> <li>- establishes priorities and manages time to complete tasks and achieve goals;</li> <li>- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</li> </ul>
<b>Independent Work</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- independently monitors, assesses, and revises plans to complete tasks and meet goals;</li> <li>- uses class time appropriately to complete tasks;</li> <li>- follows instructions with minimal supervision</li> </ul>
<b>Collaboration</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- accepts various roles and an equitable share of work in a group;</li> <li>- responds positively to the ideas, opinions, values, and traditions of others;</li> <li>- builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>- works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>- shares information, resources, expertise and promotes critical thinking to solve problems and make decisions</li> </ul>
<b>Initiative</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>- looks for and acts on new ideas and opportunities for learning;</li> <li>- demonstrates the capacity for innovation and a willingness to take risks;</li> <li>- demonstrates curiosity and interest in learning;</li> <li>- approaches new tasks with a positive attitude;</li> <li>- recognizes and advocates appropriately for the rights of self and others</li> </ul>
<b>Self-Regulation</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>- sets own individual goals and monitors progress towards achieving them;</li> <li>- seeks clarification or assistance when needed;</li> <li>- assesses and reflects critically on own strengths, needs, and interests;</li> <li>- identifies learning opportunities, choices, and strategies to meet personal goals.</li> </ul>

#### 4. Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

Unit #	Culminating Tasks	Achievement Chart Focus	Timelines
<b>Unit 1: L'inscription académique</b>	<p><b>Reading:</b> Students will produce a research plan on francophone universities, including specific questions to be answered, a list of sources to be consulted, and an estimate of the time required for each stage of the project;</p> <p><b>Writing:</b> students will write a covering letter to apply for a student job in a francophone country.</p> <p><b>End-of-unit test</b> on previous language structures, academic and descriptive vocabulary.</p>	<ul style="list-style-type: none"> <li>- <b>Knowledge</b> of academic and descriptive vocabulary.</li> <li>- <b>Thinking/Inquiry</b> skills (e.g. selecting resources, analysing and interpreting sources of information)</li> <li>- Creative <b>thinking</b> skills (e.g. ability to persuade an employer by skillfully using strengths and qualities).</li> <li>- Written and oral <b>Communication</b> of information and ideas, use of language (e.g. organization, proper use of MLA format) and format.</li> <li>- <b>Application</b> of knowledge and skills in familiar contexts (e.g. use of previous French knowledge and transfert of technology skills)</li> </ul>	8 weeks or as needed
<b>Unit 2: Le salon littéraire</b>	<p>Students will compare and contrast the form and style of three different genres (one of them being the novel under study).</p> <p>Students will produce a detailed description of characters' development from their chosen novels.</p>	<ul style="list-style-type: none"> <li>- <b>Knowledge</b> of descriptive forms. / Characteristics and forms of various literary genres, and of author's background, philosophy and style.</li> <li>- <b>Thinking/Inquiry</b> skills (e.g. selecting resources, analysing and interpreting sources of information on author's background)</li> <li>- Comparing and contrasting various elements like the use of tenses, vocabulary, themes, and authors' styles.</li> <li>- Written and oral <b>Communication</b> of information and ideas, use of language (e.g. organization, proper use of MLA format) and format.</li> <li>- <b>Application:</b> connection between the author's purpose and contemporary issues or concerns.</li> </ul>	8-10 weeks or as needed
<b>Unit 3: A nos plumes !</b>	<p>Students will participate in formal and informal debates on issues arising from listening (audio texts) and reading selections (newspaper articles). They will write an essay to defend</p>	<ul style="list-style-type: none"> <li>- <b>Knowledge</b> of the topic under discussion, structure of argumentative texts and speeches, and persuasive vocabulary.</li> <li>- <b>Inquiry</b> skills (e.g. analysing, interpreting, and forming conclusions)</li> <li>- Written and oral <b>Communication</b> of information and ideas in appropriate forms.</li> </ul>	8 weeks or as needed

	an opinion.  <b>End-of-unit test</b> on language structures and persuasive vocabulary.	Use of MLA format and oral communication skills) - <b>Application</b> of language conventions.	
<b>Unit 4: Mais Ça Rime !</b>	Students will create and present their own poems on one of the topics covered in unit 2.  <b>End-of-unit test</b> on language structures and vocabulary of plays, fables, and poems.	- <b>Knowledge:</b> forms and characteristics of various poems. - <b>Understanding</b> of the topics dealt with in literary works. - Creative <b>thinking</b> skills (e.g. use of different stylistic devices) - <b>Communication</b> of information and ideas and use of language (e.g. use of language conventions in written communication tasks) - <b>Application</b> (e.g. making connections (between FSL and other subjects like Arts)	8 weeks or as needed
<b>Portfolio</b>	Students will update their portfolios from September to April. They will be given the opportunity to revise and consolidate their language structures through free various forms of writing and over an extended period of time.	- <b>Knowledge/understanding</b> of different language structures - Creative <b>thinking</b> skills (e.g. use of different forms to suit the purpose of the task) - Written <b>Communication</b> of information and ideas and use of language (e.g. use of various formats like poems, descriptive paragraphs, sketches, comic strips, etc.) - <b>Application</b> of language structures	5-6 months

#### 4. Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

Various resources and strategies will be used to accommodate different learning styles and various needs: brainstorming, debates, speeches and presentations, audio-visual strategies, memorization aids, class and group discussions, cooperative learning, dictations, story telling, games, songs, logical reasoning, note-taking, reading and writing strategies, journal of learning, technology/Internet-based strategies, use of analogies, etc.

All students must take part in the culminating activities for each course at every grade level of study. The purpose of the on-going formative assessment representing 10% of the term mark is to prepare students for their summative tasks and final evaluations. Students must use the on-going descriptive feedback provided for quizzes, class discussion, and proofreading sessions to set concrete goals and improve their learning.

Summative Tasks	Achievement Chart Focus	Weighting
<b>Unit 1: L'inscription académique</b> <ul style="list-style-type: none"> <li>- Research plan on francophone universities.</li> <li>- Covering letter</li> <li>- End-of-unit test on previous language structures, academic and descriptive vocabulary.</li> </ul>	KU / Thinking / Oral + written communication / Application KU / Thinking / written communication / Application KU / Thinking / written communication / Application	10% 8% 8%
<b>Unit 2: Le salon littéraire</b> <ul style="list-style-type: none"> <li>- Comparing and contrasting forms and styles of three literary genres.</li> <li>- Character development.</li> </ul>	KU / Thinking / written communication / Application KU / Thinking / oral communication / Application	10% 10%
<b>Unit 3: A nos plumes !</b> <ul style="list-style-type: none"> <li>- Debate</li> <li>- Essay</li> <li>- End-of-unit test on language structures and persuasive vocabulary.</li> </ul>	KU / Thinking / Oral + written communication / Application KU / Thinking / written communication / Application KU / Thinking / written communication / Application	8% 10% 8%
<b>Unit 4: Mais Ça Rime !</b> <ul style="list-style-type: none"> <li>- Poems</li> <li>- End-of-unit test on language structures and vocabulary of plays, fables, and poems.</li> </ul>	KU / Thinking / communication / Application KU / Thinking / communication / Application	10% 8%
<b>Portfolio</b>	KU / Thinking / written communication / Application	10%
<b>Final evaluation</b> <b>Summative project</b>	KU / Thinking / Oral + written communication / Application	15%
<b>Exam</b> Language tenses covered Reading: works studied and sight passage.	KU / Thinking / written communication / Application	15%

<b>5. Achievement Chart</b>		
<b>Achievement Categories For Course Work</b>	<b>Description</b>	<b>Weighting</b>
<b>Knowledge/Understanding</b>	<ul style="list-style-type: none"> <li>- knowledge of facts and terms</li> <li>- understanding concepts, principles, and theories</li> <li>- understanding of relationships between concepts</li> </ul>	25 %
<b>Thinking</b>	<ul style="list-style-type: none"> <li>- critical thinking skills(analyzing, detecting bias)</li> <li>- creative thinking (problem solving)</li> <li>- inquiry skills (formulating questions; conducting research; analyzing, interpreting, and evaluating information; drawing conclusions)</li> </ul>	25 %
<b>Communication</b>	<ul style="list-style-type: none"> <li>- communication of information and ideas</li> <li>- use of visuals and technology – multimedia</li> <li>- oral communication (debates, discussions, listening skills, role-playing)</li> <li>- written communication (short essays, writing in role)</li> </ul>	25 + 25 %
<b>Application</b>	<ul style="list-style-type: none"> <li>- application of concepts, skills, and procedures</li> <li>- transfer of concepts, skills, and procedures to new ideas</li> <li>- making logical conclusions or generalizations</li> <li>- making predictions and planning course of action</li> </ul>	25 %
<b>6. Term Grades for Provincial Reports</b>		
<p><b>Term Grades for Provincial Reports throughout the Year</b></p> <p>The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.</p> <p><b>Reporting Cycle</b></p> <p>Reporting Cycle 1:      September 6<sup>th</sup> – November 11<sup>th</sup>  Report Card – November 21<sup>st</sup></p> <p>Reporting Cycle 2:      November 14<sup>th</sup> – January 24<sup>th</sup>  Report Card – February 16<sup>th</sup></p> <p>Reporting Cycle 3:      January 25<sup>th</sup> – March 30<sup>th</sup>  Report Card – April 18<sup>th</sup></p> <p>Reporting Cycle 4:      April 2<sup>nd</sup> – June 24<sup>th</sup>  Final Report Card pick up from July 4<sup>th</sup>- 13th</p> <p>Review Days:            June 25<sup>th</sup> and 26<sup>th</sup> (9-11 am only)</p>		

## **7. Communication**

In addition to class time, students can receive additional assistance from:

- Subject teachers before/after school, during lunch hour or by appointment;
- Homework Club - every Tuesday and Thursday from 3:20 – 4:30pm in room 223;
- French Club - every Monday at lunch time in room 212;
- FIFI - Find It Finish It from 8:35 – 9:35am on November 9<sup>th</sup>, January 25<sup>th</sup>, March 28<sup>th</sup>, and May 16<sup>th</sup>
- Websites:

<http://echangevirtuel.wikispaces.com/>

<http://travauxdeseleves.wikispaces.com/>